

Southwell Pre-School

Inspection report for early years provision

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Inspector Ann Keen

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Southwell Pre-School opened in 1976. It operates from the Scout headquarters in Southwell, Nottinghamshire. The group have use of a large hall, kitchen, toilets and an enclosed outdoor play area. The group is run by a management committee.

The pre-school operates during term time only, Monday to Friday from 9.15am to 12.00noon, with afternoon sessions on Tuesdays and Wednesdays from 12noon to 2.45pm. They provide a lunch club on Monday to Thursday between 12noon and 1pm.

A maximum of 26 children may attend the pre-school at any one time in the early years age group. There are currently 38 children on roll. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education. The pre-school supports children who have English as an additional language.

Children attend from Southwell and the surrounding villages. There are five permanent and four relief staff who work with the children. Of these, eight staff hold recognised early years qualifications. The group is a member of the Pre-School Learning Alliance and receives support from Nottinghamshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff are very conscientious and enjoy very good relationships with children, and their parents. Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage framework. Children are very happy, relaxed and settled in the pre-school and their individual needs are generally well met. Children are making good progress in all areas of learning and development. Staff generally have clear roles and responsibilities. Successful steps are taken to self-evaluate the provision for children and the pre-school demonstrates an appropriate capacity to make continuous improvement and sustain existing standards.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure clear understanding of roles and responsibilities with regard to the organisation of activities, such as, the use of the climbing apparatus and children's participation in circle time
- ensure that effective systems are in place so that the individual needs of all children are met with reference to the circle time group activities.

The effectiveness of leadership and management of the early years provision

Management have a secure understanding of safeguarding procedures and of their responsibilities in reporting concerns to protect children from harm. A comprehensive written safeguarding procedure is in operation to protect children. Children and their parents or carers are greeted warmly by the staff as they arrive at the pre-school. The committed staff team is experienced and appropriately qualified. Staff have clear allocated roles such as first aider. However, they are not always clear about their roles and responsibilities with regard to the organisation of activities, such as, the use of the climbing apparatus and children's participation in circle time. The recruitment, induction and appraisal procedures ensure that all adults working with the children are both suitable and well prepared for their role. All regulatory documentation is in place and maintained to a good standard.

Risk assessments are carried out regularly to minimise the risks for children. All areas both indoors and outdoors of the pre-school are checked each day, thus ensuring the premises are safe. Toys and resources accessed by the children are checked to ensure they are safe and clean at all times. The organisation of the play space encourages purposeful play and exploration and enables children to make independent choices and to be active in instigating their own play.

Partnership with parents is very good. The active involvement of parents is encouraged through a home link book and comments book for parents to convey their views. Parents have many opportunities to talk to staff to discuss their children. Established systems are in place to ensure parents can view the children's learning and development records. This keeps them informed about what their child is doing and how they are achieving. Parents comment that they are very happy with the overall quality of the provision.

Staff liaise with other providers delivering the Early Years Foundation Stage to promote continuity and progression of children's learning and well-being. Staff provide an inclusive service allowing all children to participate in the many games and activities. Those children who do not have English as their first language are supported effectively.

The self-evaluation process is evolving well and staff are able to identify strengths of the service and areas for improvement. All the recommendations raised at the last inspection have been successfully addressed. This has helped to improve the efficient running of the pre-school for the benefit of the children.

The quality and standards of the early years provision and outcomes for children

Children are happy and show an interest in their play. Children are making good progress in the Early Years Foundation Stage. Staff follow children's interests and plan for them well. Planning and assessment procedures have recently been reviewed and updated. These are now being established to ensure more effective use is made of observations of children's play, to plan activities, which build on their interests and current abilities. However, the circle time routines do not always meet all children's learning needs.

A good range of age-appropriate activities and experiences are offered to children, both planned and child initiated. This ensures children are actively engaged in their learning. Staff enthusiastically support children's learning well. Children's independence is encouraged as they confidently see to their personal needs and collect their own cups and plates at snack time. They enjoy warm and friendly relationships with staff and each other and their emotional needs are very well supported.

Children's creativity and imagination is promoted as they enjoy dressing up or making models. They paint pictures, freely experimenting with four paint brushes and four colours at one time. Children's communication skills are well supported. For example, they eagerly sing songs together and younger children make marks on cardboard on the floor. Older children are learning to count and all children are encouraged to recognise their name as they arrive. Children behave well enabling all children to have a productive time at the pre-school. Outside children enjoy being active; they ride on wheeled toys and dig in troughs.

Children learn good hygiene routines; they understand the importance of washing their hands regularly after going to the toilet and before eating to prevent the spread of germs. They play in the fresh air on a regular basis and are fortunate in having different surfaces outside so they can play in all weathers. They are given healthy snacks such as peas, cucumber and pears. They receive frequent praise and encouragement from staff, who support children well in learning right from wrong through the clear explanations given. Children feel happy and safe at the pre-school. Effective systems are in place to keep children safe, such as, having regular fire drills and they learn procedures like holding hands when going out.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met